

Literacy Groups

Definition - Literacy groups provide students with a collaborative structure for understanding a variety of texts and engaging in a higher level of discourse. Group roles traditionally drive literacy groups by giving each student a role to play and a defined purpose within the group. The specific roles or discussion guidelines may vary for different content areas, lengths of texts, or student level of sophistication using this strategy, but the purpose of literacy groups is to raise student engagement with texts by creating a structure within which they may do so.

Advantages

- Generate group discussions around a text
- Encourage students to read
- Invite readers to interact with one another
- Create active structure for group work
- Enable struggling readers to successfully interact with texts
- Offer opportunities for students to read from multiple and varied texts

Actually, they ...

- Support collaboration and cooperation among students
- Support the development of multiple perspectives
- Make readers out of students
- Become sophisticated practice when used consistently
- Engage students in critical thinking and reflection
- Support scaffolding for texts and for content
- Develop independence, responsibility, and ownership
- Require teacher/facilitator ongoing supervision and support

Overview of Literacy Groups

A Literacy Group is a structure for talking about a book, article, or passage with peers as they read the text together. Students are in charge of the discussion and for setting reading assignments together (how many pages read before next discussion). There are 4 -6 members in each literacy group, and each member rotates one of the roles throughout the project. \

Used with Technology

- Groups in Edmodo using iPad app to be uploaded w/ access via Google Docs and iPad camera roll – posting documents this way will be easy.
- Online discussion boards w/ Padia or Socratic seminars.
- Use online dictionary for vocab enrichment, popplet or any other vocabulary app, so they can pre-post to connection they make
- Discussion board
- Group work with wikis
- Summarize they can do Strip Designer, comic life or any comic creator
- Mind maps to track plot summary
- OER via Noredink.com for editing strategies.
- Online surveys for the assessment.

Possible Literacy Group Roles

Discussion Director/Facilitator: This student is responsible for writing down 5 thought-provoking questions for the purpose of group discussion based on that day's reading assignment. As the group Facilitator, it is also this student's job to direct the group discussion, keep track of student work, and rate the group's "Habits of Work" each day the group meets.

Literary Luminary/Alternate Facilitator: This student is responsible for choosing parts of the story that he/she wants to read out loud to the group. The idea is to help students remember some interesting, powerful, puzzling, or important sections of the text being read. The Literary Luminary must decide which passages or paragraphs are worth reading aloud, and justify the reason for selecting them. Additionally, if the Discussion Director is absent, this student will serve as the Facilitator.

Connector: This student is responsible for finding connections between the text his/her group is reading and the outside world. This means connecting the reading to the following: his/her own life, happenings at school or in the community, similar events at other times and places, other books or stories, other writings on the same topic, or other writings by the same author.

Character Captain/Summarizer: This student is responsible for revealing specific personality traits of the character(s) within the novel. This means he/she will find examples in the assigned reading of behaviors/actions that help group members to know the character(s).

Artful Adventurer: This student is responsible for sharing an artistic representation of the material read. Avenues for expression may include: artwork in any medium, music, poetry, collage, music, mobile or anything else which represents an aspect of the material read.

Vocabulary Enricher: This student is responsible for finding especially important vocabulary in the story. Vocabulary selected should focus on words that are unfamiliar, interesting, important, repetitive, funny, puzzling, descriptive, vivid or those used in an unusual way.